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ABSTRACT

Focusing on the occupational clusters of clerical and public service, this unit entitled "Police Workers" is one of four grade 4 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life-role understanding), three career development themes (e.g., understanding the characteristics of life-roles and their functions), four unit goals (e.g., increase awareness of skills used by law enforcement workers), and four performance objectives (e.g., given the names of ten workers, identify those who work in police services). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include awareness of responsibility, workers, and skills. Section III contains eight reference sheets and section IV contains twenty-five activity sheets for students' use. (CT)

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ED 169267

Suggested for
Grade 4

POLICE WORKERS

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

OE 020 094

POLICE WORKERS

Grade 4

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health. Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma Community Schools
Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

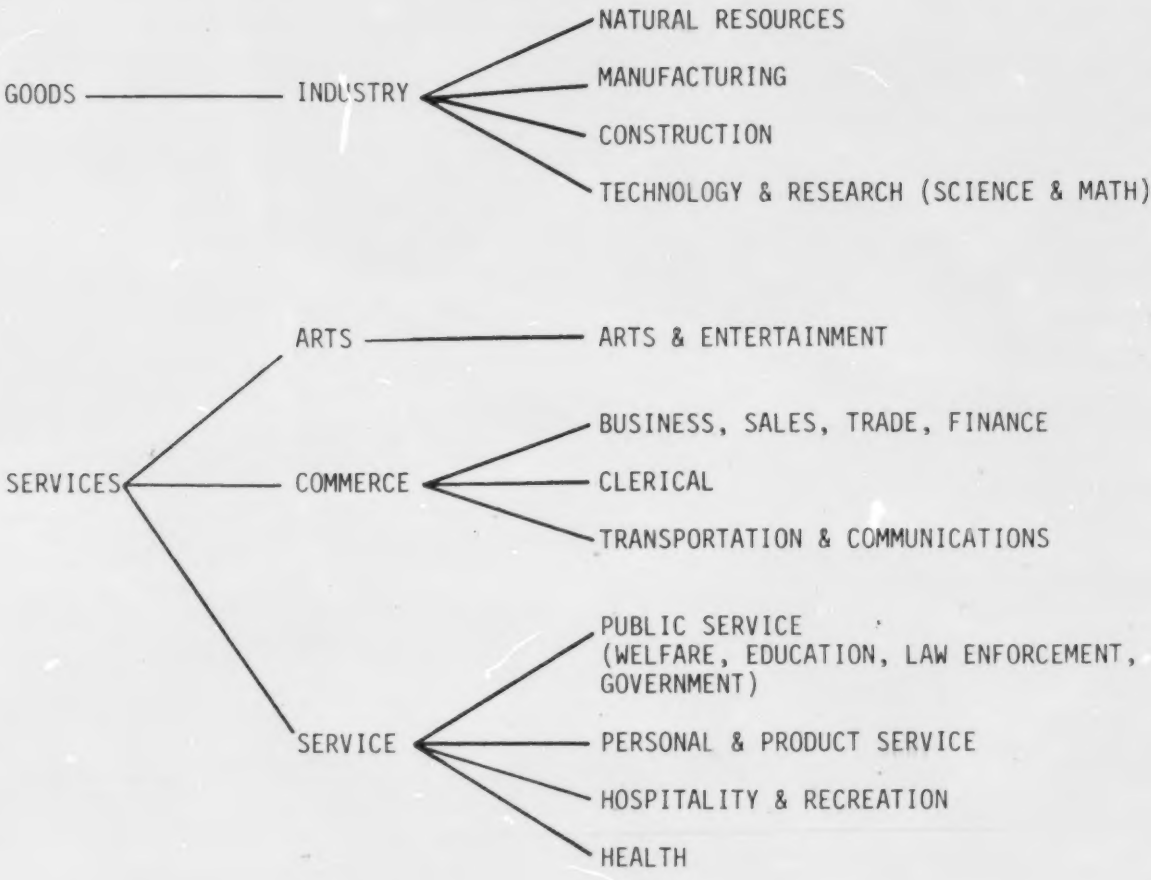
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Police Workers"
Grade 4

Unit Rationale

At times society shows a lack of respect for many public servants. This unit has been designed to help the students become better acquainted with police workers, their duties, their responsibilities, and their skills.

The major topics included focus on the interdisciplinary approach. Some of the skills heavily stressed in this unit are making observations, learning organization, and drawing conclusions.

Teacher Information

This unit has been designed to be taught over a period of three to four (3-4) weeks. Study Capsule #4 carefully. Spread the activities in that capsule over the entire period of this unit. Keep an accurate record of the skills demonstraded by the individual pupils.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary activity sheets and evaluation sheets.
3. Refer to the Resources and Materials' Columns. Obtain the necessary materials and/or equipment.
4. Do research to build needed background information. Choose from this suggested reference list.

Filmstrip: Police and Police Protection
Eye Gate House
Bulletin Board Pictures

Filmstrip and tape: If You Had to Live Without Government
Eye Gate House

The Policeman, F-574; C-P I; 16 min. EBF. Focusing on an accident investigation, it illustrates the workings of the police in a metropolitan district.

The Sheriff, F-630; C-I, J; 30 min. National Sheriffs Association. Narrated by Arthur Godfrey, this current film shows the daily activities and duties of the men in the Sheriff's department.

*Encyclopedia and Handbook:

World Book Encyclopedia: Field Enterprises Educational Corp., Chicago, IL., 1969 - F pp. 546-550.

Occupational Outlook Handbook: U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C., 1874-75, pp. 179-188.

*Note that most of the information, for this unit, was taken from World Book Encyclopedia and Occupational Outlook Handbook.

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Grade 4

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Police Workers"
Grade 4

Element #I - Life-Role Understanding (occupational, avocational, family, civic)

Theme 1.2 - The student will understand life-role activity as societal-contributing. (economical and societal-need implications)

Unit Goal - The student will increase his/her understanding of the need for laws and law enforcement agencies.

Unit P.O. #1 - The student will cite two state or community laws and two school rules and will identify the need for each of these laws and rules. (Evaluation Sheet #1)

Theme 1.4 - The student will understand the desirable attributes of individuals in life-roles.

Unit Goal - The student will develop proficiency in completing simple forms which require information about himself/herself.

Unit P.O. #2 - Without the use of aids, the student will be able to read and correctly complete with at least 80% accuracy, simple forms which require information about himself/herself as measured by having: a) accurately followed the printed directions, b) spelled all words correctly, and c) written or printed legibly and neatly. (Evalution Sheet #2)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his/her awareness of occupations within law enforcement agencies.

Unit P.O. #3 - Given the names of ten (10) workers, the student will identify with at least 80% accuracy, those who work in police services. (Evaluation Sheet #3)

Unit Goal - The student will increase his/her awareness of skills used by law enforcement workers.

Unit P.O. #4 - Given a list of six (6) situations and a list of three (3) skills after each, the student will be able to identify with at least 80% accuracy, the skill required by the police worker in each given situation. (Evaluation Sheet #4)

Evaluation Procedure
"Police Workers"
Grade 4

Pre-Assessment

1. Do not discuss any aspect of this unit with the students before the pre-test evaluation sheets are administered.

2. Make copies of Evaluation Sheets #1, 2, 3, and 4 for the students.

3. Distribute Evaluation Sheet #1. Read the directions for this sheet aloud as students read along silently.

4. Follow the same procedure for Evaluation Sheets #2, 3, and 4 which will be given during the same evaluation period.

5. Use the answer sheet found at the back of this evaluation section to correct the students' evaluation sheets.

6. Record the students' raw scores on Evaluation Tabulation Form B in the proper columns marked pre-test.

7. Total the columns at the bottom to indicate the number of students who met the criterion as stated in each performance objective.

8. Transfer these totals to Evaluation Tabulation Form A.

9. Study the pre-test results. Determine the areas in which the students need the most practice.

10. Follow the post-assessment procedures at the conclusion of this unit.

Post-Assessment

1. Follow the same procedure as listed in #2-8 above except record in the post-test sections.

2. File the completed Evaluation Tabulation Forms A and B in the building.

Evaluation Tabulation Form A

Unit Name "Police Workers" Teacher _____

Building _____ Grade 4

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
1 Pre - Identify state and school laws and why needed.	1	8	8			
1 Post- Identify state and school laws and why needed.	1	8	8			
2 Pre - Accurately complete form about self.	2	8	6			
2 Post- Accurately complete form about self.	2	8	6			
3 Pre - Identify police workers.	3	10	8			
3 Post- Identify police workers.	3	10	8			
4 Pre - Identify skills used by police workers.	4	6	5			
4 Post- Identify skills used by police workers.	4	6	5			

Date Returned to Principal _____

*Administer the tests in the sequence listed above.

Evaluation Tabulation Form B

Unit Name "Police Workers" Teacher _____

Building _____ Grade 4th

1. Record the students' raw scores for each evaluation sheet and record in the correct columns.
2. Figure each students percentage of growth at the conclusion of this unit.
3. Total the columns at the bottom to show the number of students who met the criterion as stated in each objective.
4. Transfer these totals to Evaluation Tabulation Form A.

Evaluation Sheet #	1			2			3			4		
P.O. # / Student Names	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#3 Pre	#3 Post	% of Growth	#4 Pre	#4 Post	% of Growth
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												

Evaluation Tabulation Form B
(Continued)
"Police Workers"

Evaluation Sheet #	1			2			3			4		
P.O. # Student Names	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#3 Pre	#3 Post	% of Growth	#4 Pre	#4 Post	% of Growth
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												
TOTAL												

Evaluation Sheet #1

Name_____

Date_____

1. Name two of your school's rules and tell why these rules are needed.

a. _____

_____

Why needed:_____

_____

b. _____

_____

Why needed:_____

_____

2. Name two laws of your community or state and tell why these laws are needed.

a. _____

_____

Why needed:_____

_____

b. _____

_____

Why needed:_____

_____

Evaluation Sheet #2

Name_____

Date_____

1. Read the following form.
2. Complete it carefully and accurately.
3. Write neatly and clearly.
4. Check to see if all of your words are spelled correctly. (Do not use any abbreviations.)

1. NAME:

Last First Middle

2. ADDRESS:

Route Number Box or Street Number

3.

City State Zip Code

4. BIRTH DATE

Month Day Year

5. AGE: SEX:

6. COLOR: NATIONALITY:

7. HEIGHT: WEIGHT:

Write the names of your parents or guardian.

8. MOTHER:

FATHER:

OR GUARDIAN:

Evaluation Sheet #3

Name _____

Date _____

Circle the people who may be police workers.

1. Patrol person
2. Photographer
3. Laboratory researcher
4. Commissioner
5. Fourth grade teacher
6. Detective
7. Meteorologist
8. Radio operator
9. Silviculturist
10. Juvenile officer

Evaluation Sheet #4

Name_____

Date_____

Read each situation carefully. Study the skills listed under each statement. Circle the one answer which best describes the one skill that would be the most useful in each situation.

1. A police worker who is new in the area must go from Coloma to Niles.

   a. graph reading b. map reading c. writing

2. The commissioner must compare the number of miles driven by each squad car this week to the number of miles driven last week.

   a. listening b. math c. speaking

3. The police officer must identify in court the prisoner he saw running from the scene of the crime.

   a. observation b. listening c. reading

4. Two victims are asked to tell the police artist what the robber looked like. Besides art, what other skill is needed by this officer?

   a. recall b. math c. listening

5. The officer must measure the distance the car skidded after the driver stepped on the brakes. What skill will he be using?

   a. math b. listening c. map reading

6. The radio operator receives a call for help.

   a. math b. listening c. graph reading

Answers for Evaluation Sheets #1-4

Evaluation Sheet #1

Answers will vary. Count one point for each of the eight sections completed satisfactorily.

Evaluation Sheet #2

A. Check these three areas:

1. Blanks filled in accurately.
2. Words spelled accurately.
3. Penmanship written neatly and clearly.

B. There are eight (8) lines or sections. Give one point for each line that meets the above standards.

Evaluation Sheet #3

The correct answers are:

1. Patrol person
2. Photographer
3. Laboratory researcher
4. Commissioner
6. Detective
8. Radio operator
10. Juvenile officer

Evaluation Sheet #4

1. b
2. b
3. a
4. c
5. a
6. b

Capsule #1
"Introduction"

I. Stimulate interest in this unit, and help the students use their observational skills by doing the following activities:

A. Prearrange with the principal and another person for the following:

1. Have the children work on an assignment.

2. Have the principal call you out of the room.

3. Let a stranger come into the room and do the following:

a. Have him or her put something on your desk.

b. Let him or her pick up a large art picture or book and leave.

4. Act shocked when you return and find the object gone.

B. Tell the children that they are now witnesses to a crime. Ask them to describe the person, the person's clothes, and the person's actions. (Ask for information similar to that on Reference Sheet #1. Ask one of the students to record this information on the board.)

C. Relate this experience to the duties, job responsibilities, and skills that are needed by a police worker in a similar circumstance (ability to observe, ability to ask the right questions, ability to draw conclusions, ability to record information, etc.)

II. Explain to the students that they will be studying about police workers. Discuss the following questions with the students:

A. Ask if they know any local police officers.

B. Ask if they know why people are arrested.

C. Ask if they have ever been to a police station.

D. Ask if police workers are friends or enemies.

E. Ask if there are different kinds of police workers.

(Use any questions of this nature to stimulate discussion and fact finding.)

Resources & Materials	Notes
B. Reference Sheet #1	

Capsule #2
Awareness of Responsibility

I. Help the students to better understand the reason for laws.

A. Choose one school rule such as No Snowballing, and use the following questions:

1. Ask why the school has this rule.

2. Ask what the penalty is for breaking this rule.

3. Ask what could happen if there were no rules on the playground.

B. Choose a home rule from someone's house like Bed by Nine O'clock.

1. Ask why their family made such a rule.

2. Ask what the consequences are for breaking this rule.

3. Ask what could happen if they were allowed to do anything they wished to do at home.

C. Choose a local or state law like Driving Too Fast or Stealing.

1. Ask why there is a need for this law.

2. Ask what the penalties are for breaking this law.

3. Ask what could happen if there were no laws.

D. Follow this discussion with a filmstrip such as If You Had to Live Without Government.

E. Continue the discussion by using the following questions:

1. Ask if all rules are good.

2. Ask what is meant by the "greatest good for the greatest number." Explain the saying is, "It is the greatest good to the greatest number which is the measure of right and wrong." Say that this statement was made by Jeremy Bentham, 1748-1832, an English philosopher. Say he founded "utilitarianism" because he felt that men should judge ideas, institutions, and actions on the basis of usefulness. World Book and Bartlett's Quotations

Resources & Materials	Notes
D. If You Had to Live Without Government, Eye Gate House, Inc., Jamaica, N.Y. 11435.	

Capsule #3
Workers

I. Introduce the police workers' various jobs, responsibilities, and tools.

A. Write these three headings on the blackboard: Traffic Division, Detective Division, and Patrol. Write these subtitles under each heading: tools, uniforms, duties, and worker characteristics.

B. Give the students Activity Sheets #1, 2, and 3.

1. Discuss the three main duties of all police departments: general policing carried out by the uniformed patrol officer, detective work, and traffic control.

2. Have the students discuss different observations they might make from studying Activity Sheets #1, 2, and 3; i.e., tools, uniforms, and duties. Write their responses beneath the correct headings on the board.

C. Give the students Activity Sheet #4. Ask them to name some other divisions that might be found in larger police departments. (Explain that smaller police departments sometimes seek special aid from larger police departments.)

1. Write the names of these divisions on the board with the proper subtitles under each.

2. Write the students responses on the board as they identify each divisions' duties, tools, responsibilities, etc.

D. Display picture prints, show films or filmstrips, and assign research in the library.

1. Show prints such as "Police Department Helpers".

2. Show and discuss a filmstrip such as Police and Police Protection.

3. Show and discuss a filmstrip such as The Police and The Sheriff.

E. Interview role-models. (See Reference Sheet #3)

1. Invite the patrol workers, radio operator and/or chief-of-police from the township or city police departments.

2. Invite a canine patrol officer from the State police department.

3. Invite a woman police worker from a police department.

Resources & Materials	Notes
B. Activity Sheets #1, 2, and 3.	
C. Activity Sheet #4	
D. 1. Print - "Police Department Workers", SVE - Singer 1345 Diversey Parkway, Chicago, IL 2. Filmstrip - Police and Police Protection, Eye Gate House 3. *Films - The Policeman, Encyclopedia Britannica The Sheriff, National Sheriff Association	
E. Reference Sheet #3	

F. Take the students to a police station to learn more about the police workers' tools, duties, and responsibilities. (See Reference Sheet #4) Stress to the students how different police workers depend on each other.

II. Give the students Activity Sheets #5 and #6. Discuss the responsibilities of the police departments at each level; city, township, county, state, and federal government. (See Reference Sheet #2 for more detailed information.)

III. Give the students Activity Sheet #7. (See Reference Sheet #6 for the answers.) Have the students do this activity individually or together. Discuss the students' answers.

Resources & Materials	Notes
F. Reference Sheet #4 - Field Investigation II. Activity Sheet #5 & #6 Reference Sheet #2 III. Activity Sheet #7 Reference Sheet #6	

Capsule #4
Skills

Note that this capsule has been designed to help students become aware of the skills used by police workers. Plan to use these, or similar activities, during the entire unit.

I. Emphasize the skills of making observations and drawing conclusions. Discuss the following with the students:

A. Ask why a police worker has to be very observant.

B. Ask the students to think about different TV shows or movies they have viewed. Let them recall how police workers were able to solve crimes because of some small observations they made and the conclusions they drew as a result of those observations.

C. Explain to the students that over the next few weeks their skills of making observations and drawing conclusions will be tested. Remind them that they should be alert to changes in the room, in people's clothing, in pictures, etc.

II. Help the students increase their skills of making observations and drawing conclusions with the following activities:

A. Read stories like the "Encyclopedia Brown" series, and see if the students can detect the clues.

B. Play "Who Left the Room With What?"

1. Prearrange with two students to leave the room at a given signal and take with them a very visible object.

2. Have the attention of the class on a lesson.

3. Give the signal carefully for the students to leave the room.

4. Give the students Activity Sheet #8, and ask them to record their observations.

C. Have the students observe and draw conclusions from pictures. Use Activity Sheets #9a and 9b, and have the students list any changes they may observe or any conclusions they might draw from the observations made. (Answers on Reference Sheet #5)

Resources & Materials	Notes
4. Activity Sheet #8 Evaluation Tabulation Form B C. Activity Sheets #9a & 9b Reference Sheet #5	

D. Play the "Lost Child" game. Send one student from the room. Choose another student to hide while the first student is out of the room. Have the first student return and give him or her three (3) turns to guess which student is missing.

E. Choose a time when the students are not in the room. Make some subtle changes in a bulletin board that has been up for awhile. Ask the students to list at least three or four (3-4) of these changes.

G. Let the students play a fingerprint identification game. Give each student a fingerprint sheet and a magnifying glass. Let the students try to match the fingerprints. Use Activity Sheet #10.

H. Show a picture or transparency of Reference Sheet #8. Have the students view the picture for about three minutes. Ask them to list everything they can remember.

III. Explain to the students that police workers must be able to read and interpret charts and also chart information in graph forms. Here are a list of suggested activities that will give the students practice in these areas.

A. Use the bar graphs on Activity Sheets #11 and #12.

B. Use the circle graphs on Activity Sheets #13 and #14.

C. Use the line graphs on Activity Sheet #15.

IV. Explain to the students that police workers must be able to organize information by recalling and reconstructing events and by putting this information in sequential order. Help the students to practice these skills.

A. Do the following activities in this order before giving the students Activity Sheet #16.

1. Tell the students to observe you very carefully.

a. Cough.

b. Get up from the desk.

c. Move one book from one place to another.

Resources & Materials	Notes
G. Activity Sheet #10 H. Reference Sheet #8 III. A. Activity Sheets #11 & #12 B. Activity Sheets #13 & #14 C. Activity Sheet #15 (See Reference Sheet #6 for the answers to the above activities.)	

d. Pick a piece of chalk.

e. Walk over and open the window.

f. Go back and write the date on the board.

2. Give the students Activity Sheet #16, and ask them to number the events in sequential order.

B. Have the students put numerals in the correct sequential order on Activity Sheet #17.

C. Have them put time in the correct sequential order on Activity Sheet #18.

D. Have them put events in the correct sequential order on Activity Sheet #19.

V. Stress that police workers must be able to read and write well. Use the following activities to help the students understand how a police worker might use these skills.

A. Use Activity Sheet #20 to unscramble vocabulary words.

B. Use Activity Sheet #21, a crossword puzzle, to develop reading and understanding skills. (See Reference Sheet #7 for the answers)

C. Use Activity Sheet #22, and let the students practice making out cards like those used for people under arrest. Explain that the students used observation, reading, measuring, and handwriting skills.

D. Have the students complete Activity Sheet #23. Explain that it is important that they know specific facts about themselves. Stress spelling, neatness, and accuracy.

VI. Stress that police workers must be able to read and interpret maps.

A. Have the students study the questions on Activity Sheet #24 and then answer the questions.

B. Let them complete Activity Sheet #25.

Resources & Materials	Notes
2. Activity Sheet #16	
B. Activity Sheet #17	
C. Activity Sheet #18	
D. Activity Sheet #19	
V.	
A. Activity Sheet #20	
B. Activity Sheet #21 Reference Sheet #7	
C. Activity Sheet #22	
D. Activity Sheet #23	
VI.	
A. Activity Sheet #24	
B. Activity Sheet #25 (See Reference Sheet #6 for the answers to all of the above activities except Activity Sheet #21, 22 and 23.	

Reference Sheet #1

FORM NO. ML M75

Coloma Township

POLICE DEPARTMENT – COMPLAINT REPORT SAMPLE

1. COMPLAINT NO.	2. FILE CLASS	3. DATE, ORIGINAL	4. TIME	5. DATE OF SUPP. REPORT

6. COMPLAINANT _____ PHONE _____

ADDRESS _____ TIME _____

RECEIVED BY _____ INVESTIGATOR(S) _____

7. NATURE OF COMPLAINT

8. DATE & TIME OCCURRED	9. LOCATION OF OFFENSE

10. WEAPON, TOOL, FORCE, OR MEANS USED	11. M.O.

12A PROPERTY ☐ STOLEN ☐ RECOVERED	13A EST. VALUE
12B	13B

14. EVIDENCE	15. WHERE STORED

16. VEHICLE . YEAR MAKE BODY MODEL COLORS SERIAL LICENSE YEAR STATE	IDENTIFYING CHARACTERISTICS

17. NATURE OF INJURIES	18. WHERE VICTIM TREATED

19. DAMAGE DONE TO PROPERTY

20. CODE: V° - VICTIM W° - WITNESS P° - PARENT OR GUARDIAN M° - MISSING PERSON O° - OWNER

21. LEIN NO.

22A	CODE	ADDRESS	PHONE
22B			
22C			

23A ☐ ARREST ☐ SUSPECT IDENTIFY BY NAME, D.O.B., HEIGHT, EYES, WEIGHT, HAIR & MARKS CHARGE PRINTED ☐ MUGGED ☐

23B ☐ ARREST ☐ SUSPECT PRINTED ☐ MUGGED ☐

23C ☐ ARREST ☐ SUSPECT PRINTED ☐ MUGGED ☐

24 ☐ UNFOUNDED ☐ CLOSED BY ARREST ☐ ARREST UNDER 17 ☐ OTHER
☐ SERVICE RENDERED ☐ _____

ITEM NO.	☐ BACKED UP OTHER UNIT	☐ DIRECTED TRAFFIC	☐ GONE ON ARRIVAL	☐ CIVIL CASE NO POLICE ACTION	☐ SUBJECTS AGREED TO DESIST	☐ SUBJECTS VERBALLY WARNED

COMPLAINT NO. _____ FILE CLASS _____

25. REPORTING OFFICER:

47

*The following information has been taken from the World Book Encyclopedia and the Occupational Outlook Handbook.

Duties

The police worker in a small community has many duties. He or she may perform several different types of duties in one day; i.e., direct traffic, investigate a murder, and give first aid to an accident victim. By contrast, officers are usually assigned to a specific type of duty in a large city.

Organization of Workers

The heads of police departments may be known as the commissioner, director, superintendent, chief, or captain commanding.

Commissioned officers ranking below the head of the department are, in order, the deputy, inspector, captain, lieutenant, and sergeant. Non-ranking officers are called patrol workers, officers, or privates.

The Nine Major Federal Law Enforcement Agencies in the United States

They are the Federal Bureau of Investigation (FBI), the Border Patrol, the Bureau of Narcotics and Dangerous Drugs in the Department of Justice; the Bureau of the Chief Postal Inspector in the Post Office Department; the United States Secret Service, the Internal Revenue Service, the Alcohol Tax Unit, the Bureau of Customs, and the United States Coast Guard.

Reference Sheet #3
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #4
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet #5

Note the changes from the top to the bottom picture. Use the following possible observations and conclusions:

1. Say that the shrubs and trees have grown.
2. Observe that in the bottom picture the evergreen tree has been moved.
3. Note that in the bottom picture there are flowers growing.
4. Observe that in the bottom picture there are swings.
5. Say that in the bottom picture there is a wagon in the drive.
6. Observe that in the bottom picture the door and window frames have been painted.
7. Note that the curtains are different.
8. Say that the curtains are closed in the bottom picture.
9. Say that birds are flying in the bottom picture.
10. Observe that the sign, "The Browns", has been removed.
11. Note that a single door has been added to the garage in the bottom picture.
12. Say that a fireplace has been added in the bottom picture.
13. Note that an "M" has been added to the house in the bottom picture.
14. Conclude that possibly there are no children living in the house in the top picture.
15. Conclude that possibly there are children living in the house in the bottom picture.
16. Conclude that different people live in the houses. Observe that the Browns live in the house in the top picture and that someone with their last name beginning with "M" lives in the house in the bottom picture.
17. Conclude that the bottom picture was taken in a warmer season than the top picture.

Reference Sheet #6
Answers for Activity Sheets

Activity Sheet #7

1. Traffic, detective, patrol, juvenile or youth, etc. (any 3)
2. Protecting children, enforcing parking laws, enforcing speed and traffic safety laws, controlling crowds, inspecting vehicles, etc. (and 3)
3. They do not wear uniforms because at times they need to work without being recognized.
4. Narcotic squad or detectives.
5. Trooper

Activity Sheet #9b

See Reference Sheet #5

Activity Sheet #10

5	3
4	2
1	

Activity Sheet #11b

1. 15
2. 50
3. Saturday
4. Sunday
5. Thursday
6. 65
7. 105

Activity Sheet #12

1. 80
2. 200
3. 150
4. Wells
5. Davis
6. 340
7. 30

Activity Sheet #13

1. 5
2. 10
3. 10
4. 25
5. 10

Activity Sheet #14

25	50
10	20
20	

Activity Sheet #15

1. Saturday
2. Tuesday
3. 300
4. Friday & Saturay

Activity Sheet #16

4	6
1	3
2	5

Activity Sheet #17

6	129
12	623
26	1,101
48	2,000

Activity Sheet #18

IV	III
II	I

Activity Sheet #19

5	6
7	2
3	8
1	4

Activity Sheet #20

1. detective
2. pistol
3. gun
4. police
5. policewoman
6. whistle
7. sergeant
8. lieutenant
9. handcuffs
10. maps

Activity Sheet #21

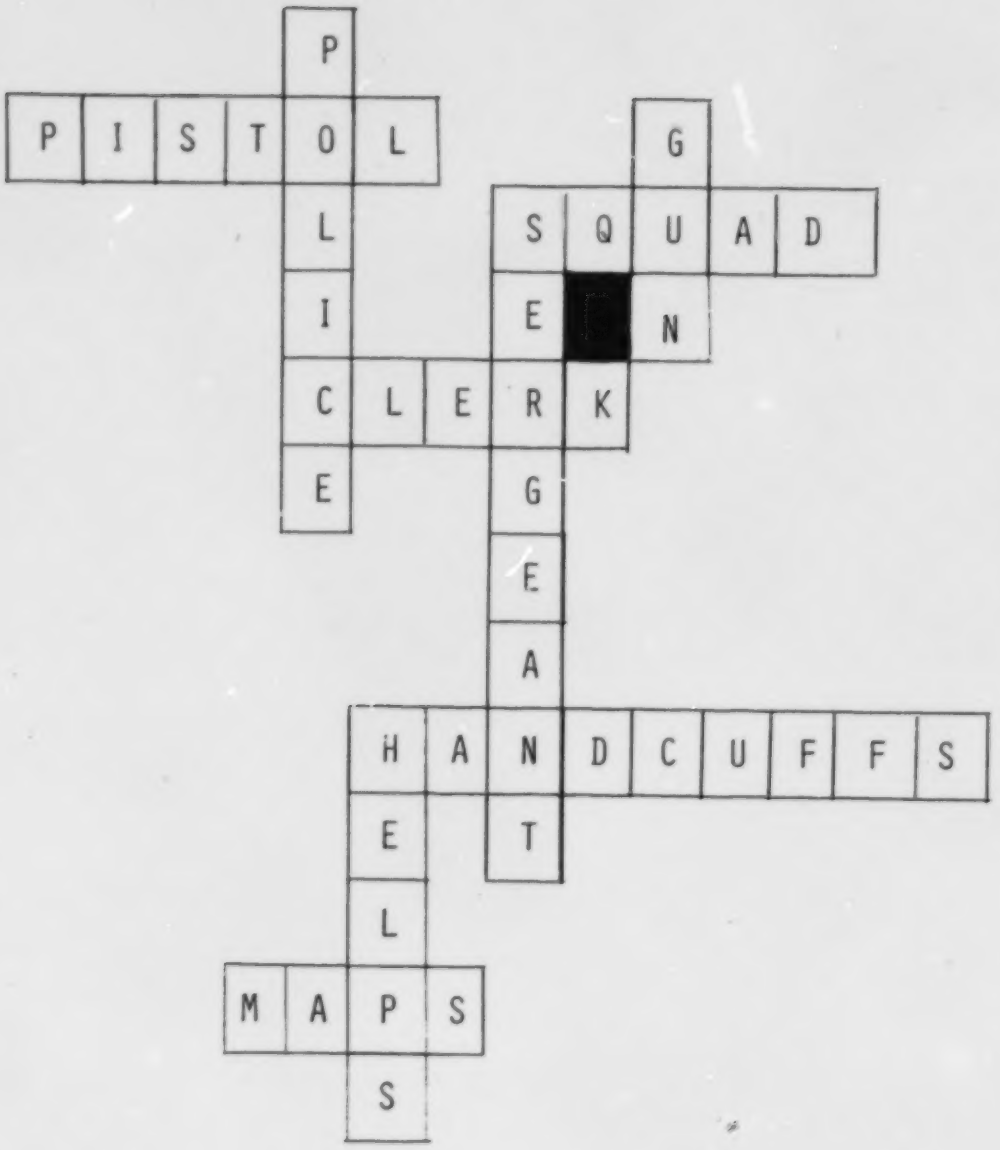
See Reference Sheet #7

Activity Sheet #24

1. #1
2. west
3. no
4. no
5. east
6. Table L

Activity Sheet #25

a. 30
b. 84 & 14
c. Needle
b. No
c. 83
b. Elliott



53

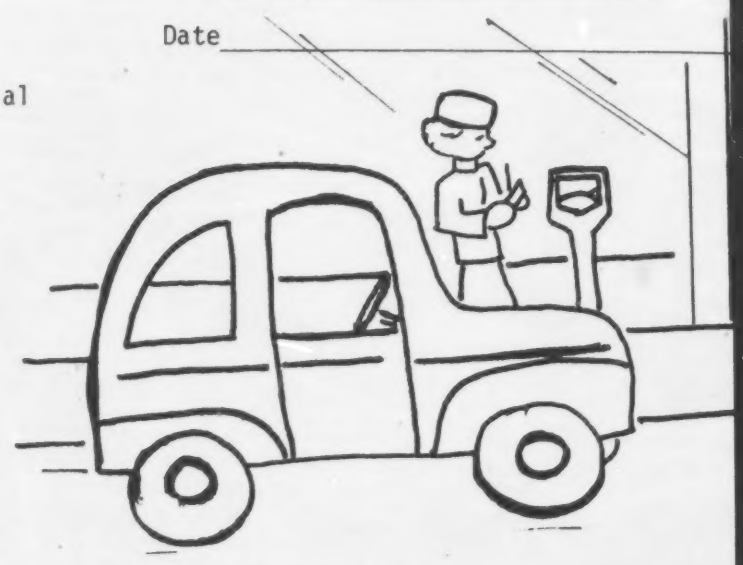
Reference Sheet #8
CLOSED
Browns
32
54
55

Name _____

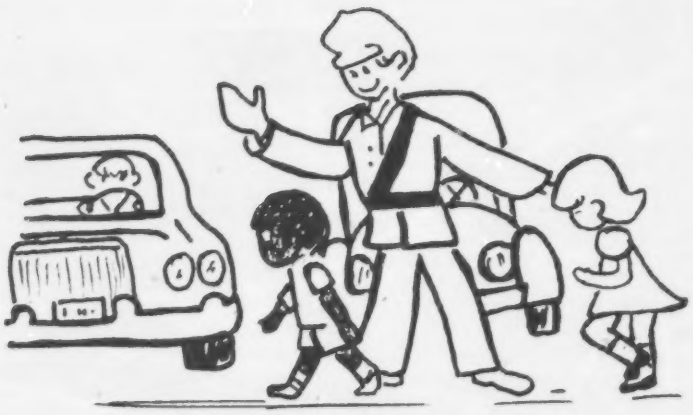
Date _____

Activity Sheet #1
THE TRAFFIC DIVISION

The TRAFFIC DIVISION has special duties that include -



ENFORCING parking laws.



PROTECTING children on their way to and from school.

ENFORCING speed and other traffic safety laws.

CONTROLLING crowds on certain occasions.

INSPECTING vehicles to see that they meet various safety and license requirements.

Name_____

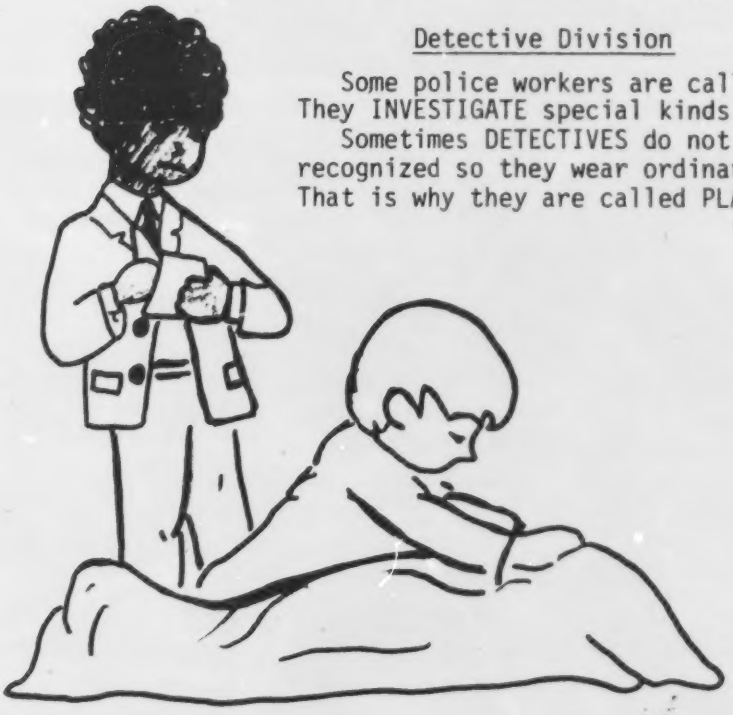
Activity Sheet #2

Date_____

Detective Division

Some police workers are called DETECTIVES. They INVESTIGATE special kinds of crimes.

Sometimes DETECTIVES do not want to be recognized so they wear ordinary street clothes. That is why they are called PLAIN-CLOTHES MEN or WOMEN.



The HOMICIDE SQUAD investigates suicide and murder.

The NARCOTICS SQUAD fights the illegal use of drugs.

The VICE SQUAD tries to stop gambling and other types of vice.

Name_____

Activity Sheet #3

Date_____

Patrol Division

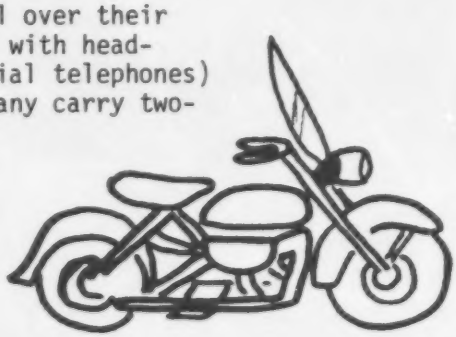
This is the largest group in most police departments.

The helicopter gives the police speed and maneuverability.

The police patrol the waters. Divers help in different ways; for example, they search for evidence and for people who may have drowned.

Automobiles and motorcycles are used to patrol busy highways.

Police workers on patrol may travel over their BEATS by foot. They keep in touch with headquarters through CALL BOXES (special telephones) along their beats. Many carry two-way radios.



Dogs are also trained for patrol duty. They are specially trained to help capture criminals.

Activity Sheet #4
JUVENILE & OTHER DIVISIONS

Name_____

Date_____

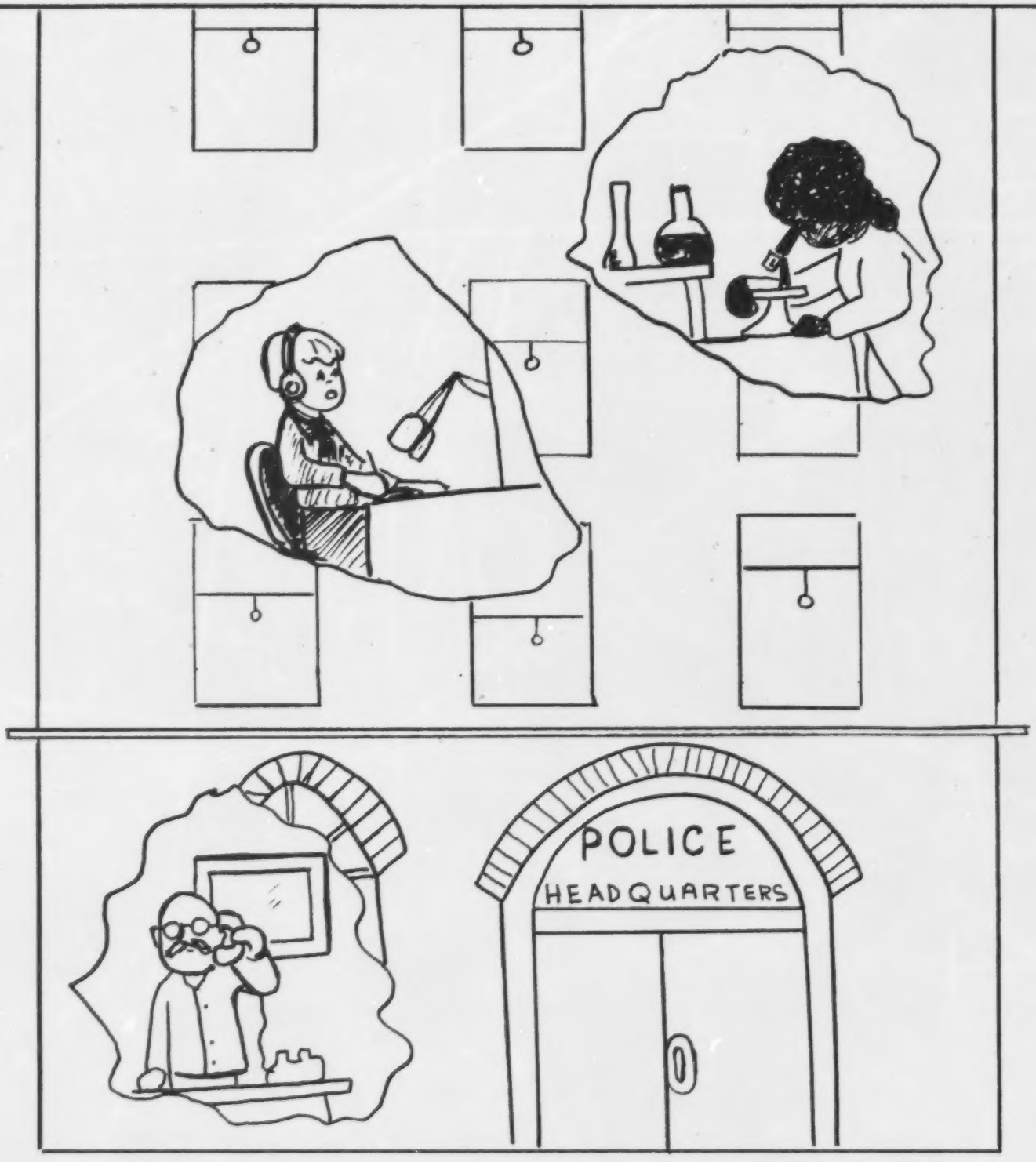
Some police departments have a JUVENILE or YOUTH DIVISION. These officers work with young people.

Firearms identification experts, laboratory researchers, photographers, fingerprint experts, and other SPECIALISTS are all important police workers. They all work together to help people and to help solve crimes.

Activity Sheet #5

Name _____

Date _____



Local police operate from a station called POLICE HEADQUARTERS. Larger cities are divided into PRECINCTS or DISTRICTS. Each precinct has its own police station. In a small city there is usually only a single station.

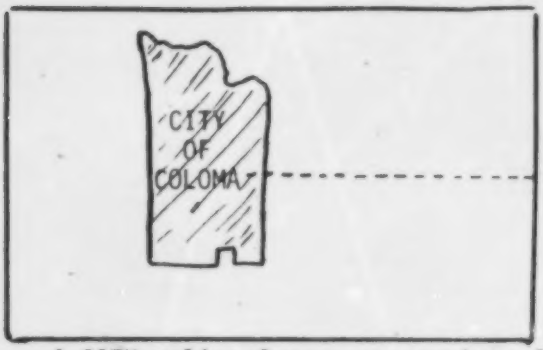
The headquarters may be divided into different offices, dispatch rooms, various types of crime labs, and so forth.

The person in charge is usually known as the CHIEF, CAPTAIN, or SUPERINTENDENT. Others in charge may be a DEPUTY, a LIEUTENANT, or a SERGEANT.

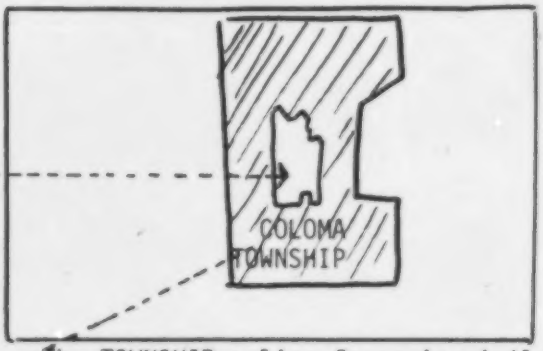
Name_____

Activity Sheet #6
KINDS OF POLICE

Date_____



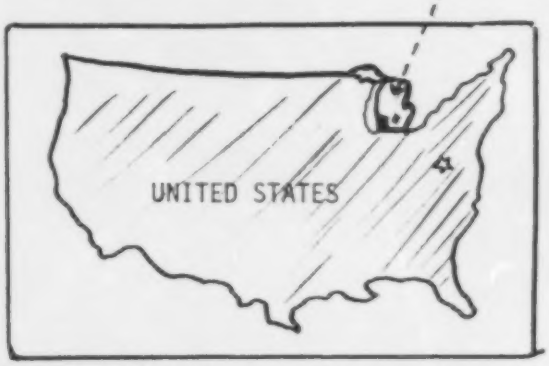
A CITY police force may consist of one station or be divided into several precints depending on its size. The city police force is responsible for law and order within the city.



The TOWNSHIP police force is similar to the city police force. Township police are responsible for maintaining law and order within a township. All townships may not have such a police force.

The power of the COUNTY POLICE usually extends throughout the entire county. A SHERIFF is usually in charge of the county police. The sheriff also has charge of the county jail and its prisoners.

The STATE POLICE have authority throughout the entire state. State police may be called TROOPERS.



There are nine major FEDERAL law-enforcement agencies in the United States that have full-scale police powers. They all have power to enforce only national laws; i.e., kidnapping, evasion of federal tax, and counterfeiting.

Activity Sheet #7

Name _____

Date _____

1. List three different divisions or departments found in many police station.

   _____, _____, and

   _____.

2. What are three responsibilities of the Traffic Division?

   a. _____

   b. _____

   c. _____

3. Why are detectives called Plain-Clothes Men or Women? _____

   _____

   _____

4. Which group of police workers fight the illegal use of drugs?

   _____

5. What is another name for a state police worker? _____

6. Would you enjoy police work? _____ Which department would you like to work in? _____ Why?

   _____

   _____

   _____

Activity Sheet #8

Name_____

Date_____

Did you make the following observations?

1. Who left the room? A. _____

   B. _____

2. Describe the above:

   Color of their clothes
   A._____
   B._____

   Color of their hair
   A._____
   B._____

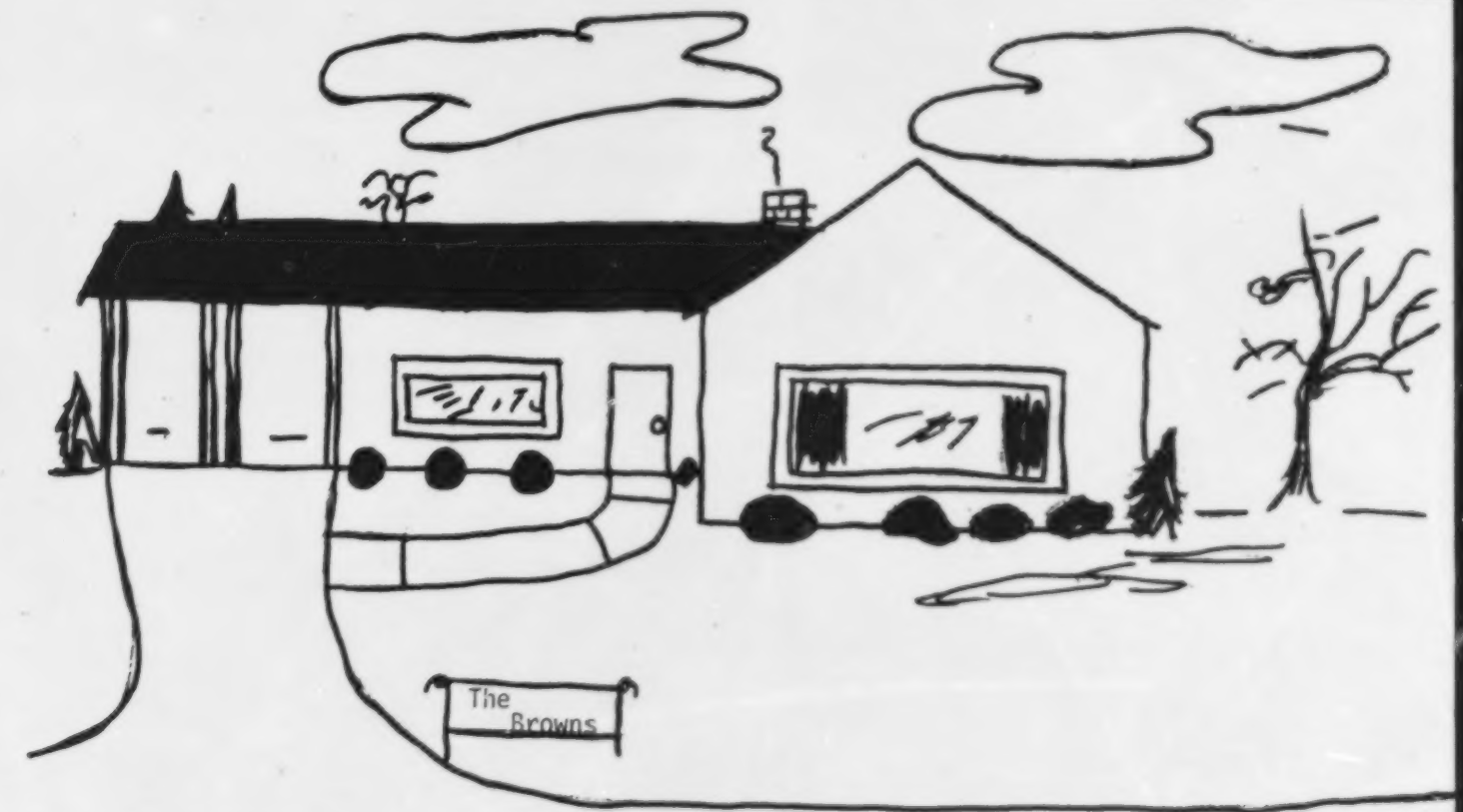
   Color of their shoes
   A._____
   B._____

   Male or Female
   A._____
   B._____

3. What did they take from the room? _____

Name_____

Activity Sheet #9a



Activity Sheet #9b

Name_____

Date_____

Look at the two pictures of the same house. List any changes that you can observe.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

What conclusions can you make, after studying the two pictures, and why?

1. _____

2. _____

3. _____

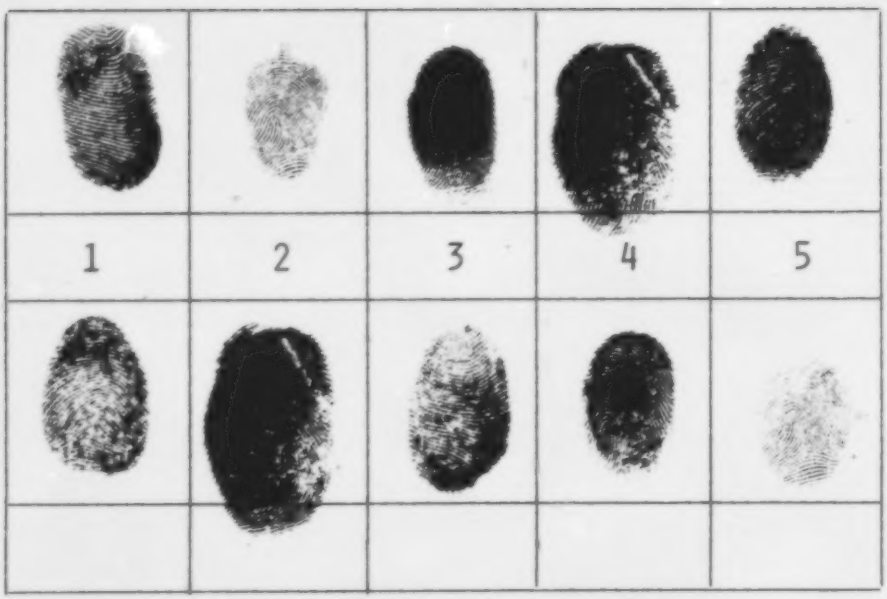
4. _____

5. _____

Activity Sheet #10

Name_____

Date_____



1	2	3	4	5

1. Look at the fingerprints in the top row very carefully.

2. Now look at the prints in the bottom row.

3. Find a print from the upper row that matches each print in the bottom row.

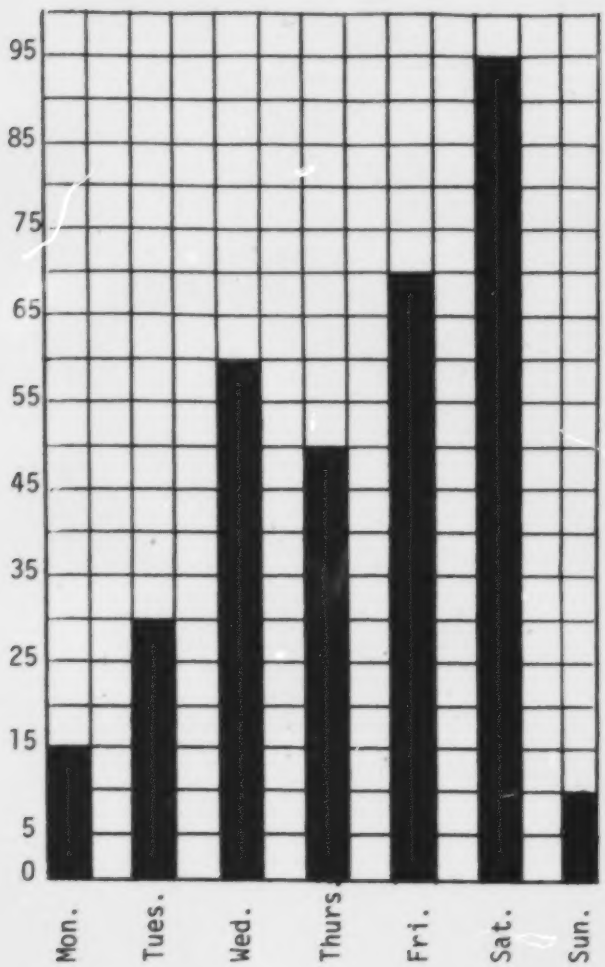
4. Write the numeral under the prints in the bottom row to show matching prints from the top row.

Activity Sheet #11a

Name_____

Date_____

Study the graph to find the answers to the questions listed on Activity Sheet #11b. The graph shows the number of tickets given during a one week period at a police department.



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Activity Sheet #11b

Name_____

Date_____

1. There were _____ tickets given on Monday.

2. _____ tickets were given on Thursday.

3. On _____ the greatest number of tickets were given.

4. The fewest tickets were given on _____.

5. Which day ranks fourth in the number of tickets given? _____

6. How many more tickets were given on Saturday than on Tuesday? _____

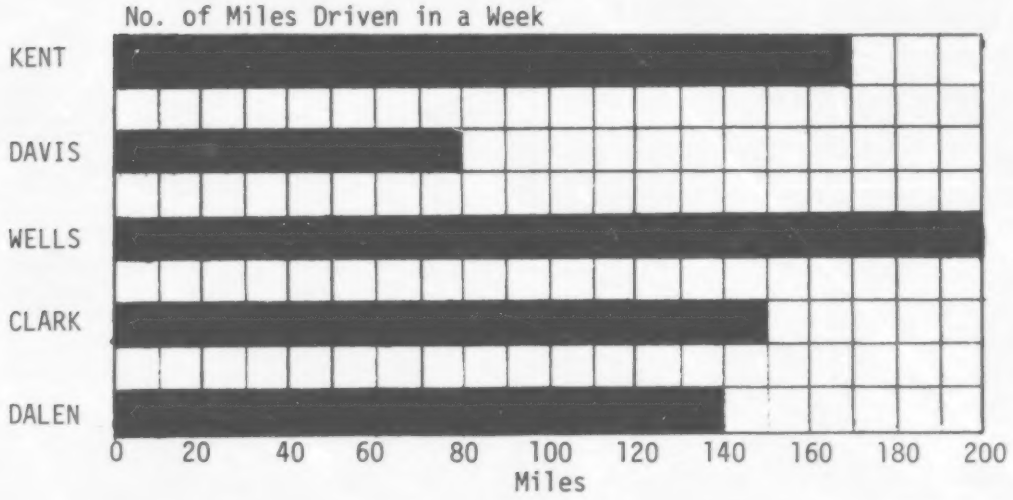
7. How many tickets were given altogether on Saturday and Sunday? _____

Activity Sheet #12

Name_____

Date_____

Study the graph to find the answers to the questions listed below it.



1. During the week, Officer Davis drove _____ miles.

2. Officer Wells drove _____ miles in this week.

3. How many miles did Officer Clark drive? _____ miles.

4. Which officer drove the most miles in this week? Officer _____

5. Which officer drove the least number of miles in this week? Officer_____

6. How many miles have Wells and Dalen driven altogether? _____total miles

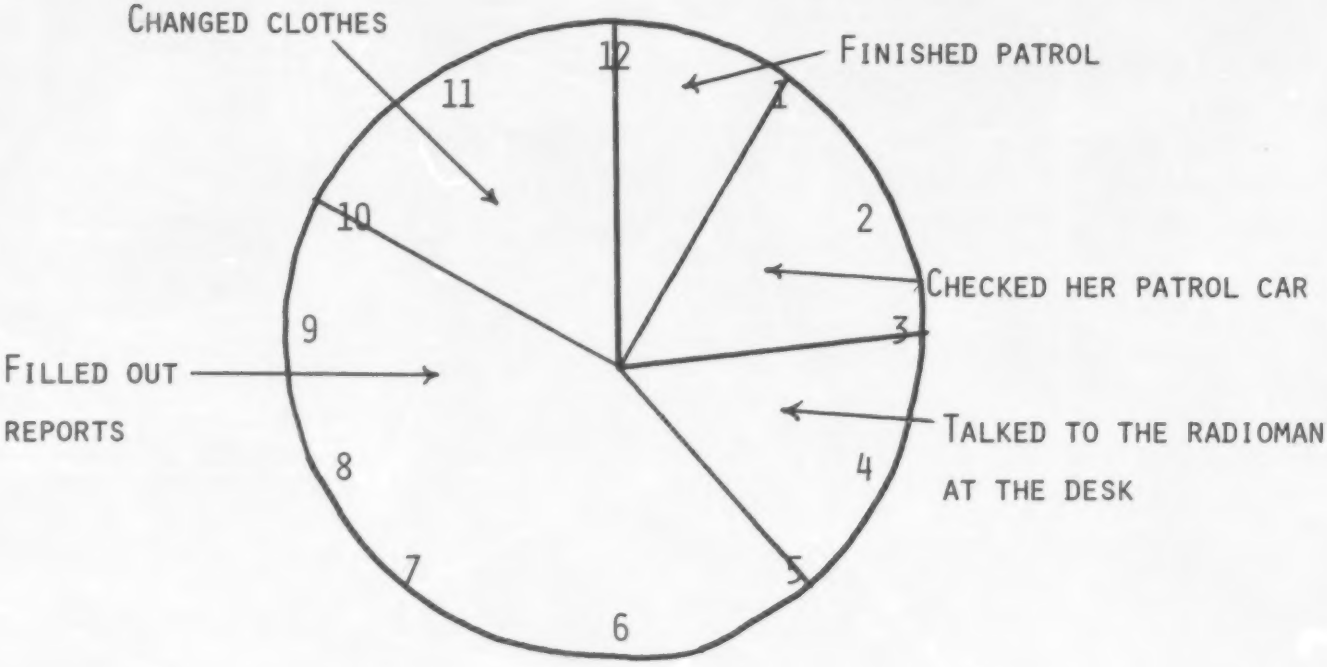
7. How many more miles did Officer Kent drive than Dalen? _____miles

Activity Sheet #13

Name _____

Date _____

The drawing below shows the way Officer Davis spent the minutes between 4:00 and 5:00 in the afternoon. Remember to count 5 minutes for each numeral.



1. What is the number of minutes she used to finish her patrol? _____

2. How long did she talk to the man at the desk? _____

3. How many minutes did she spend checking her car? _____

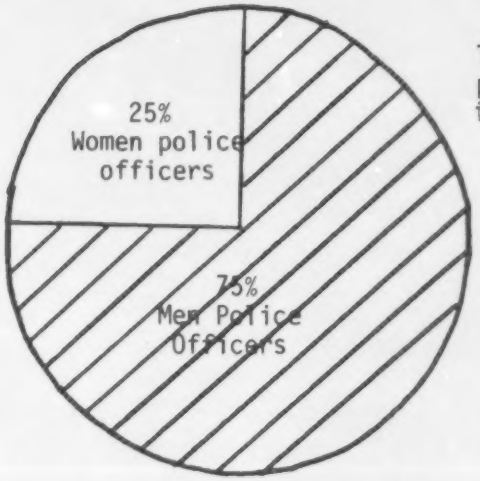
4. How many minutes did it take her to fill out her reports? _____

5. How many minutes did it take her to change her uniform? _____

Activity Sheet #14

Name _____

Date _____



This drawing is a circle graph showing the percentage of men and women on a police force in one large city.

What percentage of the police workers, in this city, are women? _____%

This drawing is a circle graph showing what the majority of the police workers do for recreation in one county.

What percentage play on a ball team? _____%

What percentage bowl? _____%

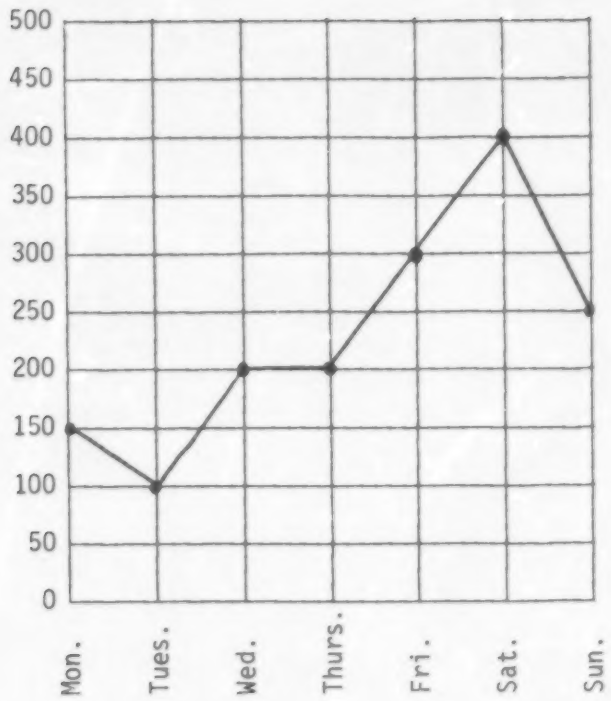
What percentage fish? _____%

What percentage hunt? _____%

Activity Sheet #15

Name_____

Date_____



This graph shows the number of miles a patrol car traveled in one week period.

1. On which day did the squad car travel the greatest number of miles?

   _____

2. On which day did the squad car travel the fewest number of miles?

   _____

3. How many more miles did the squad car travel on Saturday than on Tuesday?

   1) 50 2) 100 3) 300 4) 250

4. On which two days were the most miles driven?

   1) Mon. & Tues. 2) Sun. & Mon. 3) Wed. & Thurs. 4) Fri. & Sat.

Activity Sheet #16

Name_____

Date_____

_____ Pick up chalk

_____ Cough

_____ Get up from the desk

_____ Go back and write the date on the board

_____ Move the book from one place to another

_____ Walk over and open the window

Activity Sheet #17

Name _____

Date _____

Here are the number of miles driven in three days by different police workers on one force. Write these numerals in the correct sequential order starting with the fewest.

1. 2,000 _____

2. 26 _____

3. 48 _____

4. 129 _____

5. 623 _____

6. 6 _____

7. 1,101 _____

8. 12 _____

Activity Sheet #18

Name_____

Date_____

Here are the times taken from four (4) clocks on the same afternoon and evening.

CLOCK I

CLOCK II

CLOCK III

CLOCK IV

List these clocks showing the clocks from the earliest time to the latest.

_____

_____

_____

_____

Activity Sheet #19

Name_____

Date_____

Police workers must learn to reconstruct a series of events into natural sequence by using observations, memory, and common sense. Cut these sentences apart and mount them on paper in a logical order.

1. Tommy hurried to the telephone to call the police station.

2. He got outside just in time to see a police car coming with its light flashing.

3. The cars looked dented.

4. The police officer wrote some information on a notepad.

5. Tommy Schurn heard tires skidding and a crashing sound in the road near his house.

6. Very shortly Tommy heard a siren screaming.

7. He ran to the window and saw two cars in the ditch.

8. The police officer talked to the drivers of the cars.

Activity Sheet #20

Name _____

Date _____

Unscramble the words

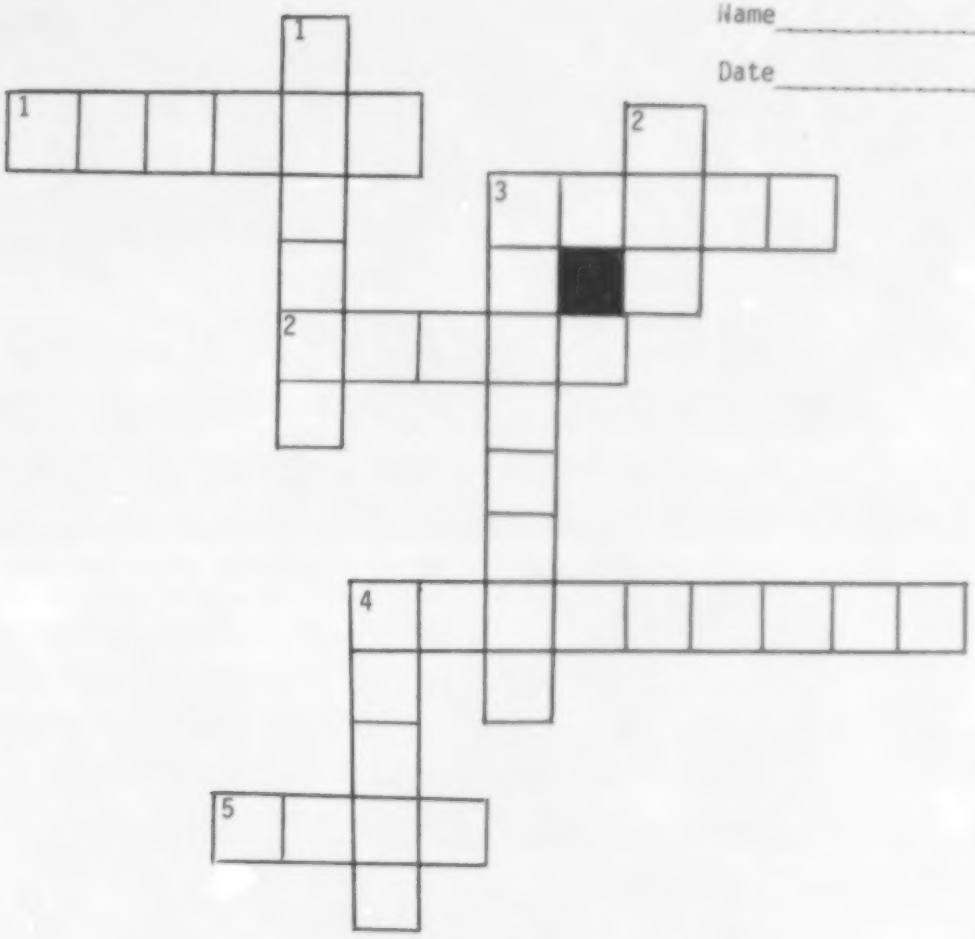
1. ttedceive _____
2. lsoipt _____
3. ngu _____
4. coilpe _____
5. mnwoalcipoe _____
6. wihtesl _____
7. greanset _____
8. aenultietn _____
9. fancdfush _____
10. mpsa _____

detective
policewoman
maps
pistol
gun
handcuffs
lieutenant
whistle
police
sergeant

Activity Sheet #21

Name _____

Date _____



ACROSS

1. A type of small firearm.
2. A person who does office work in a police station.
3. A group of patrol workers.
4. A tool used by police workers to restrain a prisoner.
5. Pictures that show where places, roads, and rivers are.

DOWN

1. The workers in this unit.
2. Another name for a firearm.
3. An officer in the police force.
4. A police worker _____ people.

Clerk	Helps	Police
Gun	Maps	Sergeant
Handcuffs	Pistol	Squad

'73

Activity Sheet #22

Name _____

Date _____

Here are some examples of cards on which police workers write. Use your reading, writing, math, and other skills to fill out these forms. Use the dictionary to help you find the meaning of words you do not know.

NAME: _____

ADDRESS _____

BIRTH DATE _____

Age	Sex	Color	Height	Weight	M. or S.	Nationality

Date: _____ F. P. Class _____

Officer: _____

Formal Charge: _____

_____

_____

_____

Photo No. _____ Criminal Record: _____

YEAR	DRIVER LICENSE NUMBER

SOCIAL SECURITY NO. | SEX | DATE OF BIRTH

NAME _____

ADDRESS _____

CASE NO.	TICKET NO.	DATE	VIOLATION	DATE	DISPOSITION

RECORD OF TRAFFIC VIOLATIONS

Activity Sheet #23

Name _____

Date _____

1. Read the following form.
2. Complete it carefully and accurately.
3. Write neatly and clearly.
4. Check to see if all of your words are spelled correctly. (Do not use any abbreviations.)

1. NAME:

Last First Middle

2. ADDRESS:

Route Number Box or Street Number

3.

City State Zip Code

4. BIRTH DATE

Month Day Year

5. AGE: SEX:

6. COLOR: NATIONALITY:

7. HEIGHT: WEIGHT:

Write the names of your parents or guardian.

8. MOTHER:

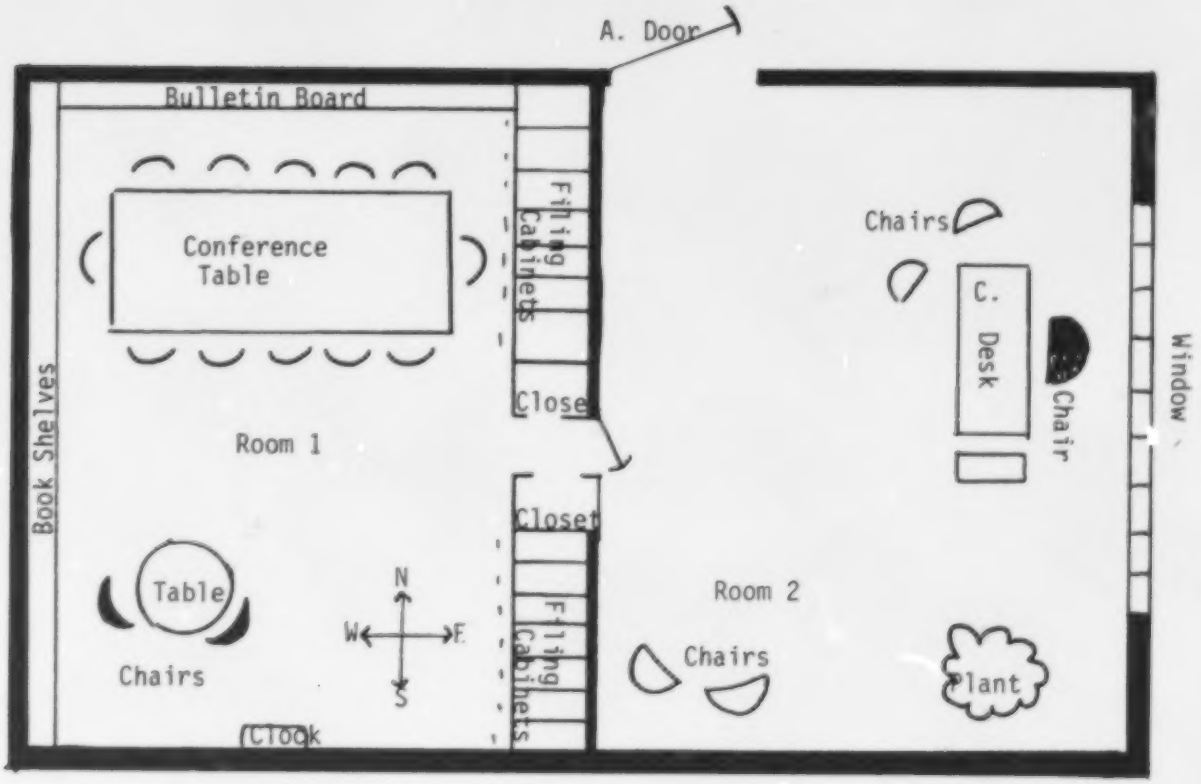
FATHER:

OR GUARDIAN:

Activity Sheet #24

Name _____

Date _____



1. In which room is there a table large enough for a meeting of many people? _____

2. If Captain Smith were sitting at his desk, in the large chair, in which direction would he be facing? _____

3. Is there a window in the same room as the book shelves? _____

4. If you were standing by the plant, could you see the clock? _____

5. In which direction must you go to move from Room 1 to Room 2? _____

6. At which table is there only room for 2 or 3 people to sit? _____

Activity Sheet #25

Name _____

Date _____

Study the map carefully, and then answer these questions.

1. How far is it from Kimbroville to Datop?

   a. 30 miles
   b. 15 miles
   c. 50 miles
   d. 100 miles

2. If Mrs. Smith drove west from Morris to Datop, what highway or highways did she use?

   a. 8
   b. 84 and 14
   c. 83 and 9
   d. 16

3. What city is south of Coloma on Highway 7 ?

   a. Whistlestop
   b. King
   c. Needle
   d. Hillie

4. Does Highway 16 cross the White River?

   a. Yes
   b. No

5. On which of these highways will you cross a bridge?

   a. 10
   b. 12
   c. 83
   d. 16

6. Which city is nearest Morris?

   a. Fork
   b. Elliott
   c. Benson
   d. Rainbow